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ABSTRACT

This bibliography contains over 1400 references on child development, assessment, and intervention. References pertain to any condition that might be expected to interfere with a child's normal progress in school; the age range of concern is birth to five years. The entries are categorized into seven groups: (1) the development and use of assessment scales, (2) experimental and clinical material on the premature infant, (3) clinical literature addressing diseases of infancy, (4) longitudinal and retrospective child development studies, (5) the screening and existence of developmental handicaps, (6) medical, educational, psychoeducational, and psychosocial intervention techniques, and (7) laboratory studies of infants. (JMB)

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CHILD DEVELOPMENT, ASSESSMENT, AND INTERVENTION: A BIBLIOGRAPHY OF RESEARCH

by

Bette Hanson, Lynda Blankenhorn and Keith G. Scott

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CHILD DEVELOPMENT, ASSESSMENT, AND INTERVENTION:

A BIBLIOGRAPHY OF RESEARCH

Bette Hanson, Lynda Blankenhorn and Keith G. Scott

The bibliography was developed as part of a project on early detection, assessment and intervention of infants and young children. We were concerned broadly with any condition that might be expected to interfere with normal progress in school.

The age range of concern was birth to five years, but since we were concerned about long-term sequelae, studies that included older children were also listed. The search was begun with listings from ERIC, Medlar and Medline computer searches associated with appropriate key words, and the reference lists from a number of immediately available review articles.

From this initial partial bibliography, we proceeded iteratively by examining articles referred to in publications we had already listed. We also constructed lists of journals where listed material had been published and searched their annual indexes by title. This process included journals devoted to publishing abstracts.

The initial work on the bibliography occupied the summer of 1974 and was carried out at the Institute for Research on Exceptional Children at the University of Illinois. The bibliography was revised and updated to include all journals available to the authors through October of 1975 at the Mailman Center for Child Development, University of Miami, Florida.

Bette Hanson did the initial computer and journal searches. Lynda Blankenhorn extended the listings, uncovering much additional material and carried out the process of cross referencing. Beth Kelley has carried out the exacting task of typing the long list.

Such bibliographies are never complete and decisions about what should or should not be included are difficult to specify precisely. The task of developing the bibliography, the reading and scanning of articles, inevitably changes the editor's perspective on a complex field and leads to changes and revisions on a continuous basis. A halt occurs when it seems that the expenditure of labor exceeds the scholarly usefulness of the product.

I would be happy to receive notice of errors and omissions so that any revisions could be expedited.

Keith G. Scott, Ph.D.
Mailman Center for Child Development
University of Miami
P.O. Box 520006 Biscayne Annex
Miami, Florida 33152

The following are descriptions of the various topics subsumed under each category, followed by category lists. The categories were made as discrete as possible; however there is some overlap and many references will be included in more than one category.

The age criteria are not strictly defined, however, infancy is roughly 0 to 1 year; children, 1 year to adolescence.

GROUP A. This includes all those references dealing directly with the development or use of assessment scales. This includes information regarding standardized developmental tests, intelligence tests, personality tests, and so on.

A_1: Denotes all references pertaining to infant scales and tests. Age criteria: 0 to approximately 1 year.

A_2: All references germane to the use and development of assessment scales for young children. Age criteria: Approximately 1 year and above.

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GROUP B. All material on the premature infant. This includes experimental, as well as clinical, literature.

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GROUP C. The body of clinical literture addressing all the diagnoses and diseases of infancy that are thought to affect, directly or indirectly, developmental outcome.

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GROUP D. Primarily those non-clinical studies addressing the broad topic of child development; from approximately age 1 year through elementary school age. Included are longitudinal and retrospective studies of children from birth to some later age.

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GROUP E. Included are references pertaining to the clinical status of young children (approximately 1 year and older).

E_1: Includes the body of literature devoted to the subject of screening diagnosis of developmental risk and/or handicaps.

E_2: Contains information about existent developmental handicaps.

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GROUP F. Contains all references addressing the topic of intervention.

F_1: Includes specifically medical intervention and management of developmental disabilities.

F_2: Includes references relating to educational, psychoeducational, and psychosocial intervention techniques.

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GROUP G. The body of experimental literature dealing with laboratory studies of infants.

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RESEARCH ON EARLY ASSESSMENT AND INTERVENTION:

PSYCHOLOGICAL, PHYSICAL AND EDUCATIONAL FACTORS IN EARLY CHILDHOOD

Bette Hanson, Lynda Blankenhorn and Keith G. Scott

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*1324 is listed as Vera, J. This should be John, V. (Vera).

Notes:

- Biology of the Neonate is the title for Biologica Neonatorum as of 1970, Volume 15.
- Journal titles, book titles, ERIC reports are underlined.

Postscript

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